DOCUMENT RESUME

ED 196 228 EC 131 378

AUTHOR	Vreeburg, Margaretha
TITLE	A Hands-On, Pre-Vocational Module for the Emotionally Disturbed Adolescent: School Store.
INSTITUTION	Office of Special Education (ED), Washington, D.C.
PUB DATE	Mar 79
NOTE	44p.
AVAILABLE FROM	School for Contemporary Education, 7201 Wimsatt Rd., Springfield, VA 22151 ($3.00)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adolescents; *Career Guidance; *Emotional Disturbances; Individualized Education Programs; *Job Skills; *Models; Program Descriptions; Secondary Education; Student Evaluation
IDENTIFIERS	*School for Contemporary Education VA

ABSTRACT

The paper describes a school store program designed to improve general work habits such as job attitude, job performance, and punctuality in students (15 to 18 years old) with severe behavior problems. It is explained that the curriculum is devised so that each week students apply for a self selected job by filling out application forms, are interviewed for the jobs, and then evaluated for performance and attitude in the job. Sections contain job descriptions, task listings, prerequisite skills, individualized education programs, evaluation forms and checklists, and performance objectives. The program is reported to result in gains in money management skills (such as counting money, giving change, and calculating total profits) as well as social skils (such as effective communication, speaking courteously, and improved eye contact). Appended materials include a merchandising pre-post test; a school store policy statement; a diagram of the prevocational program which involves assessment, training, work experience, evaluation, placement, and followup components; and a chart of the decision making model. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED196228

A HANDS-ON, PRE-VOCATIONAL MODULE FOR THE EMOTIONALLY DISTURBED ADOLESCENT: SCHOOL STORE

USE OF MATERIAL

This material was developed by the School for Contemporary Education, Springfield, Virginia, and may be reproduced for personal use as long as due credit is given. The school would appreciate any information concerning the results of using parts or all of this program in other settings.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James C Viggiani

TO THE EDUCATIONAL RESOURCES INFORMATION CENTEI ERIC)."

Developed by:
Margaretha Vreeburg
School for Contemporary Education
7201 Wimsatt Road
Springfiel , Virginia 22151
March 10, 1979

Phone (703) 941-7704

EC131378

For further information, please contact:

Jim Viggiani, Ed.D.
Director of Vocational Development

THE SCE SCHOOL STORE *

GOALS:

SCE operates a store based on the following goals:

1. To offer a real-life learning situation to assess the students interest and abilities while at the same time provides hands on pre-vocational skills.
2. To provide a service and convenience to pupils for lunch, snacks and as a reward for appropriate behavior. The staff also finds the store a convenient place for quick, reasonably priced foods.
3. To bring in some profit that can be used to pay students and/or supply money for expansion on the vocational program.

OBJECTIVES:

- To reinforce the classroom accademic and behavior program.
- To help develop a greater sense of responsiblility to one's self and to the school by working under the teacher's supervision in the store.
- To develop and understand basic business concepts.
- To help the customers get good value for their money.
- To help students become a more intelligent customer; to learn that the customer determines the goods and services to be offered.
- To give the students some understanding and appreciation of the problems of the retail store owners.
- To let the students get first-hand experiences in figuring the costs of running a small business.
- To provide a reward for appropriate classroom behavior

---

* Adopted from Introducing the World of Work, National Schools Committee for Economic Education, Inc., Old Greenwich, Conn. 06870, 1977

POSSIBLE CLASSROOM ACTIVITIES: RELATED TO OPERATING THE SCHOOL STORE:

- There should be many discussion periods. Students should realize that they actually have a business--not just something for fun. They would soon see that this work would require knowledge, efficiency, accuracy, and diplomacy.
- There could be class assignments in which students prepared reports outlining:
  a) Why do people operate stores? Why do people work?
  b) If your parents wished to open up a store, what would they need? What steps would they take first?
  c) How do people determine the service or goods to be sold?
- There could be visits to a retail store and wholesale store.
- Parents and other resource people would be called in to answer questions and give advice.
- The students are given different jobs--manager, treasurer, bookkeeper, salesmen, and janitors. (These should be changed often. All students must share in making sales).
- Every student worker will have his specific duties written out for him (see job description).
- A bank should be visited, plans made for depositing money and writing checks. Other bank services should be studied as they relate to operating the store. (See business office).
- There would be daily arithmetic problems to be solved. Students would learn that the difference in cost and selling price would not all be profit. They would seek help from teachers in determining overhead. They would learn from the vocational department what would be a fair profit to expect. Among many other decisions, they would recommend what would be a fair wage for services of store employees.

All decisions must be approved by the store owner(s) (vocational director) before any students are paid for their work. Students may receive daily food items free or actual pay for their work in the store (only one choice is possible).

- There should be lessons on such topics as these:

  How to Save Money

  Wise Spending is Saving

  What are Budgets, and How Do They Help?

  Taking Care of Materials Is Saving

  Protecting Natural Resources

  Qualities of a Good Salesman

  Qualities of a Good Employer or Manager

  Why Are the Articles We Buy Taxed? What is a Sales Tax?

- Special Assignments: Make up titles and write original stories on economic themes, such as:

  The Customer Is the Boss.

  Productivity Brings Properity.

  Money Is Not Everything

  From The Mop To The Top

- Trace any article in the store from its raw material stage, through the manufacturing process, to the school and the customer.
  Display a world map in the school store. Have the students visually illustrate the genealogy of one or more products for sale. For example, they may want to illustrate the genealogy of a pencil, involving cedar trees from Northern California, graphite from Ceylon, clay from Mississippi, candelilla wax from Mexico, seed oil from Dutch East Indies and pumice from Italy. For more details you may want to write:

Eberhard Faber Pen & Pencil Company

Crestwood

Wilkes-Barre, Pennsylvania 18703

Another source is the essay by Leonard E. Read, "I Pencil", in ESSAYS ON LIBERTY, Volume VI, (1959). The Foundation For Economic Education, Inc. Irvington-on-Hudson, New York 10553

- Study the lives of great businessmen, such as Henry Ford, John D. Rockefeller, and others. What qualities made these men succeed?

SOME OF THE EXPECTED OUTCOMES:

- Learn how to get along with people (fellow workers, supervisors, etc.).
- Increased ability to organize, to plan, to think critically, to execute.
- Understanding of the importance of saving.
- Increased vocabulary related to retail sales.
- Understanding of job duties for store workers.
- Understanding the human relations problems in production and management and the partnership that must exist between "labor" and "capital".
- Appreciation of good business practices.
- Understanding of such facts as these:
  - The customer dictates what is to be sold.
  - Money is used to earn more money.
  - When goods become scarce, their prices will rise.
  - There are many causes for business failure.
  - Spirit of cooperation and fair play between managements and workmen are important factors in the success of a business.

CULMINATION:

(This can be simple or elaborate)

- Take final inventory.
- Reduce prices and sell left over items.
- Prepare for files a complete quarterly report:
  a) Daily and weekly financial statements.
  b) Assets and liabilities.
- Prepare a scrapbook:
  a) Statement of arithmetic problems solved.
  b) Copies of reports, advertisements and stories, panel discussions, photographs.
  c) The class could make this scrapbook a very helpful and attractive hand-me-down.
- Teacher and pupil evaluation of project.
- Dramatize lives of important buisnessmen.
- Write short paragraphs that bring out facts and understanding of business concepts.

TABLE OF CONTENTS

Program Description.....1
Job Description.....2
Task Listing.....3
Prerequisite Skills.....4
I.E.P. Work Habits.....5
Work Evaluation Report.....6
I.E.P. Cashier.....7
Cashier Duty Checklist.....8
I.E.P. Stock Clerk.....9
Stock Clerk Checklist.....10
I.E.P. Bookkeeper.....11
Bookkeeper Notes.....12
Performance Objectives #1 - #6.....13
Performance Objective #1.....14
Change Fund Receipt.....15
Performance Objective #2.....16
Summary Sheet.....17
Performance Objective #3.....18
Addition Facts.....19
Performance Objective #4.....20
Pupils - Making Change.....21
Performance Objective #5.....22
Request for Merchandise.....23
Performance Objective #6.....24
Refund Form.....25
Bibliography.....26
Appendix.....27

Program Description

This program is designed to improve general work habits such as job attitude, job performance and punctuality needed for a variety of employment situations. In addition to these work habits many practical life skills such as money management, computational math and comparison shopping have become interesting and relevant subject matter which students have eagerly worked to improve. The students involved in the program are from 15-18 years old and exhibit severe behavior problems such as aggression, low frustration tolerance, and/or extreme withdrawal. In addition, these students are academically delayed varying from first through sixth grade in reading and math abilities.

The specific program uses a school store that all students operate by participating in all activities from ordering to selling merchandise. All positions in the store have written job descriptions and duties. The learning by participation in the school store is supplemented through classes in money management which teaches the skills necessary to perform the cashiers duties to an acceptable level of performance.

The curriculum is devised so that each week students apply for a self selected job by filling out application forms obtained from the community. Students then are interviewed and selected for jobs on the basis of their qualifications, work experience and attitude. At the end of the week each student is evaluated based on his performance and attitude. These structures help to simulate actual working conditions. Not only has the program resulted in gains in money management skills, such as counting money, giving change and calculating total days profits, but social skills such as effective communication, speaking courteously and eye contact have also been areas of noticeable improvement.

Cashier

Cashiers receive money, make change, fil' out charge forms and keep records of the days transactions so the end of the day's accounts can be balanced. The cashiers primarily serve customers by ringing up and totaling merchandise on a cash register, collecting money and giving change. Cashiers also display and stock merchandise. They perform a number of miscellaneous duties specific to the needs of the store or restaurant.

Stock Person

A stock person checks in merchandise counting and recording the information or discrepancies on invoices. They stock merchandise in racks and shelves and mark and change prices. The stock person checks store supply daily and reorders items of low quantity. Miscellaneous duties of stock people are specific to the needs of the store.

Bookkeeper

(Specific to the School Store) The bookkeeper takes item counts of merchandise sold and discriminates fast moving stock from slow stock to assist in decisions in re-ordering. The bookkeeper will record this information along with the initial and final cash register balances to calculate total profits on a daily basis.

Task Listing

Cashier

1. Performing Cash Register duties
2. Serving Customers
3. Displaying Merchandise
4. Stocking Merchandise
5. Performing Miscellaneous duties

Stock Person

1. Checking in merchandise on invoices
2. Marking prices on merchandise and changing prices when necessary
3. Stocking and displaying merchandise
4. Reordering merchandise of low quantity
5. Assisting cashier in obtaining customers order when necessary
6. Performing miscellaneous duties

Bookkeeper

1. Recording the quantity of merchandise sold daily
2. Assisting stock person in reordering stock
3. Recording the initial cash register balance and the final cash register balance
4. Calculating the total days income

Prerequisite Skills

Before being admitted to the pre-vocational program, students should possess the following skills:

Computational Skills

Students should either have computational skills of addition, subtraction and multiplication to about the second or third grade level or Students should be taught how to use a calculator effectively.

Money

Students should be enrolled in a related class of money identification if the following skills are weak or lacking:

- identification of coins
- identification of coin value
- proper use of the $ and . sign
- ability to add the same and then different denominations to sums of $1.00
- ability to count sums of money up to $20.00
- ability to give change accurately for sums of money up to $20.00

Task Attention

Students should be able to follow at least one simple verbal direction without hesitations of more than fifteen seconds.

Social

Students sould be able to verbally respond to questions with appropriate feedback, even if response is "I don't know."

1978-79 Individualized Educational Program

Student _____ Goal Area Prevocational- Work Habits

Current Performance Level

Based on performance as reflected on the "Work Evaluation Report," this student does not have these work-related behaviors.

Evaluation Procedures

Rating student on the "Work Evaluation Report" based on a minimum of 2 observational periods.

Annual Goal

The student will be able to demonstrate good job attitudes, job performance, personal appearances and attendance and punctuality, in relation to working on various projects and in various job situations such as school store cashier, stock clerk and bookkeeper, and as evidenced by successful Work Evaluation Reports.

Short term Objectives

1. The student will demonstrate the ability to get along with fellow workers, supervisors, and other people in the work situation. Minimal acceptable performance will be a cooperative, friendly, and helpful attitude while working.

2. The student will demonstrate an acceptable attitude toward constructive criticism. Minimal acceptable performance will be when a student listens to constructive criticism, accepts it, and tries to improve his work.

3. The student will demonstrate knowledge of various work situations. Minimal acceptable performance will be when a student has learned necessary work routines, understands his work, and needs little direct supervision at work.

4. The student will demonstrate accuaracy at work. Minimal acceptance performance will be when a student makes few errors, is careful, thorough and neat at his work.

School for Contemporary Education
Springfield, Virginia

WORK EVALUATION REPORT*

Student Trainee _____ Module/ Training Station _____

Date _____ Quarter _____ Training Supervisor _____

No. hours worked _____ Pay Rate $_____

Amount Paid $_____

INSTRUCTIONS: Read carefully the explanation of points to be considered in rating each of the qualifications listed below. Place a check mark ✓ in the column which in your opinion most accurately describes the student's standing. Evaluate each qualification without regard for the student's rating on any other point.

	F Unsatisfactory	D Below Average	C Average	B Above Average	A Superior
I. JOB ATTITUDES					
a. Cooperation—ability to get along with others	☐ Is antagonistic, pulls against rather than works with others.	☐ Is difficult to handle.	☐ Usually gets along with others.	☐ Cooperates willingly, gets along well with others most of the time.	☐ Gets along well with others, is friendly and helpful.
b. Initiative—tendency to go ahead	☐ Takes no initiative, has to be instructed repeatedly.	☐ Takes very little initiative, requires urging.	☐ Does routine work acceptably.	☐ Is fairly resourceful, does well by himself.	☐ Is resourceful, looks for things to learn and do.
c. Courtesy	☐ Has been discourteous to public and staff.	☐ Is not particularly courteous in action or speech.	☐ Usually is polite but is not always considerate of others.	☐ Is considerate and courteous.	☐ Is very courteous and very considerate of others.
d. Attitude toward constructive criticism	☐ Doesn't profit by criticism, resents it.	☐ Doesn't pay much attention to criticism.	☐ Seems to listen.	☐ Accepts criticism and tries to do better.	☐ Profits by suggestions, changes poor work habits.
II. JOB PERFORMANCE					
a. Knowledge of job	☐ Has not tried to learn.	☐ Pays little attention to learning job.	☐ Has learned necessary routine but needs supervision.	☐ Understands work, needs little supervision.	☐ Knows job well and shows desire to learn more.
b. Accuracy of work	☐ Is extremely careless.	☐ Is frequently inaccurate and careless.	☐ Makes errors; shows average care, thoroughness, and neatness.	☐ Makes few errors; is careful, thorough, and neat.	☐ Very seldom makes errors, does work of very good quality.
c. Work accomplished	☐ Is very slow; output is unsatisfactory.	☐ Is slower than average.	☐ Works with ordinary speed; work is generally satisfactory.	☐ Works rapidly; output is above average.	☐ Is fast and efficient; production is well above average.
d. Work habits	☐ Habitually wastes time, has to be watched and prodded along.	☐ Frequently wastes time, needs close supervision.	☐ Wastes time occasionally, is usually reliable.	☐ Seldom wastes time, is reliable.	☐ Is industrious, concentrates very well.
e. Adaptability	☐ Can't adjust to changing situations.	☐ Is slow in grasping ideas, has difficulty adapting to new situations.	☐ Makes necessary adjustments after considerable instruction.	☐ Adjusts readily.	☐ Learns quickly, is adept at meeting changing conditions.
III. PERSONAL APPEARANCE					
Neatness and personal care	☐ Is extremely careless.	☐ Often neglects appearance.	☐ Is passable in appearance, but should make effort to improve.	☐ Is very good in appearance; looks neat most of the time.	☐ Is excellent in appearance; looks very well all of the time.
IV. ATTENDANCE AND PUNCTUALITY					
a. Absent	☐ Too frequently absent for continued employment.	☐ Not regular enough in attendance.	☐ Usually dependable.	☐ Dependable.	☐ Never absent except for an unavoidable emergency.
b. Tardy	☐ Too frequently tardy for continued employment.	☐ Very often tardy.	☐ Punctuality could be improved.	☐ Seldom tardy.	☐ Never tardy except for an unavoidable emergency.

AVERAGE

FINAL GRADE AVERAGE

COMMENTS:

*Adopted from Seattle Public Schools as mentioned in Strategies for Implementing Work Experience Programs By Grady Kimbrell and Ben Vinegard, McKnight Publishing Co., Bloomington, Illinois 1975

1978-79 Individualized Educational Program

Student _____ Goal Area Prevocational - Cashier

Current Performance Level

Key Math Subtest Score - +5/15; 33% correct; grade equivalent 2.6
Social and Prevocational Information Battery - Subtest Job Related Behavior
Percent Correct - 50%
Merchandising Pretest (teacher made) - 28% correct
Lacks acceptable performance of cashier duties as specified on the Cashier Duty Checklist

Evaluation Procedures

Key Math money subtest
Social and Prevocational Information Battery
Merchandising Pretest
Observations using the Cashier Duty Checklist

Annual Goal

Students will be able to successfully apply, interview and maintain a job as cashier at the School Store.

Short term Objectives

1. Prepare cash drawer for daily business; counting money received, filling out appropriate forms and placing change in appropriate sections of cash drawer, all steps completed to 90% accuracy.

2. Given a chash register and a summary sheet, close out the register by filling out all the necessary information on the summary sheet.

3. Given a cash register without an adding feature, add up item costs, and correctly punch total cost of purchase into register.

4. After total cost of purchase is obtained, collect money from customer and give correct change using the additve method.

5. Given a special request for merchandise and forms for recording it, write the order on the form, completing all spaces for information.

6. Given customer complaints, adjust complaint by listening courteously and attentively, and by making appropriate adjustments according to school policy.

CASHIER DUTY CHECKLIST:	ACCEPTABLE	IMPROVEMENT NEEDED
1. COUNTED AND RECEIPTED CHANGE FUND		
2. FILLED OUT AND SIGNED CASH RECEIPT FORM LISTING THE AMOUNTS OF EACH DENOMINATION AND TOTAL AMOUNT OF CASH RECEIVED		
3. PLACED CHANGE FUND INTO APPROPRIATE SECTIONS IN CASH DRAWER		
4. ADDED THE ITEMS PURCHASED AND PUNCHED THE TOTAL AMOUNT OF PURCHASE INTO CASH REGISTER		
5. STATED ORALLY THE AMOUNT OF PURCHASE AND THE AMOUNT OF CUSTOMER'S REMITTANCE		
6. PLACED CUSTOMER'S REMITTANCE ON CASH REGISTER CHANGE PLATE		
7. SILENTLY COUNTED STARTING AT THE TOTAL COST OF PURCHASE AND ADDED UP TO THE AMOUNT REMITTED, WHILE OBTAINING CASH FROM THE CASH DRAWER		
8. USED LARGEST DENOMINATION OF COINS AND BILLS AVAILABLE FOR CHANGE		
9. COUNTED ALOUD STARTING AT THE TOTAL COST TO CUSTOMER WHILE RETURNING CHANGE TO CUSTOMER		
10. COUNTED UP TO THE TOTAL AMOUNT RENDERED BY THE CUSTOMER		
11. PLACED CUSTOMER'S REMITTANCE INTO CASH DRAWER ONLY AFTER CUSTOMER HAD ACKNOWLEDGED RECEIVING CORRECT AMOUNT		
12. COURTEOUSLY LISTENED TO ALL OF THE CUSTOMER'S COMPLAINTS BEFORE COMMENTING		
13. REFERRED THE CUSTOMER TO THE PERSON IN THE STORE WHO IS AUTHORIZED TO ADJUST COMPLAINTS		
14. COMPLETED SUMMARY SHEET RECORDING TOTAL AMOUNT OF BILLS, COINS, CHECKS, INITIAL AND FINAL CASH REGISTER BALANCES		

16

1978-79 Individualized Educational Program

Student _____ Goal Area Prevocational - STOCK CLERK

Current Performance Level

Social and Prevocational Information Battery - Subtest Job Related Behavior Percent Correct - 50%

Merchandising Pretest (teacher made) - Percent Correct - 28%

By using the stock clerk checklist, the student does not have these general stock clerk objectives.

Evaluation Procedures

Social and Prevocational Information Battery
Merchandising Pretest (teacher made)
Observations using the stock clerks checklist.

Annual Goal

Student will be able to successfully apply, interview and perform the duties of the School Store Stock Clerk to a successful level of competence.

Short term Objectives

1. Provided merchandise and racks/shelves the student stock clerk will be able to stock all the items on the shelves, with 100% accuracy
2. The student stock clerk will be able to open cases/cartons safely without damage to merchandise, with 100% accuracy.
3. The student stock clerk will be able to place merchandise in appropriate location in store using proper display technizues.
4. Student stock clerk will check with price agreement with previously stocked items.
5. Student stock clerk will check store supply daily and restock items of low quantity.
6. Student stock clerk will reorder items from Wholesaler with teacher guidance.
7. Student stock clerk will clean and dust shelves, straightning stock in an organized, accessible display.
8. Student stock clerk will mark specific merchandise with correct price by checking with a price list.

STOCK CLERK DUTY CHECKLIST	ACCEPTABLE	IMPROVEMENT NEEDED
1. TAKE HOT DOGS AND ROLLS FROM FREEZER TO DEFROST.		
2. TAKE HOT DOG ORDERS FROM CLASSES BEFORE STORE OPENS.		
3. RESTOCKED STORE OF ITEMS OF LOW QUANTITY.		
4. WASHED HANDS BEFORE STORE OPENS.		
5. COOKED HOT DOGS AND PLACED IN ROLL WITH NAPKIN.		
6. SHOWED INITIATIVE IN HELPING GET MERCHANDISE.		
CHECKING IN MERCHANDISE		
1. COUNT EACH ITEM OF LIKE MERCHANDISE.		
2. VERIFY MERCHANDISE COUNT WITH COUNT WRITTEN ON INVOICE.		
3. WRITE NUMBER RECEIVED ON INVOICE NEXT TO EACH ITEM.		
4. EXAMINE MERCHANDISE FOR DAMAGE.		
5. DISCUSS ALL DISCREPANCIES WITH SUPERVISOR.		
6. MAKE LIST OF ITEMS NEEDED TO REORDER		
7. PLACED MERCHANDISE IN APPROPRIATE LOCATIONS.		
8. ROTATED STOCK.		
9. REORDERED STOCK BY CALLING THE WAREHOUSE WHOLESALER.		
10. CLEANED SHELVES AND STRAIGHTENED OUT MERCHANDISE.		
11. TURNED ALL LABELS UPRIGHT FACING CUSTOMER.		
12. MARKED MERCHANDISE WITH PRICES.		

1978-79 Individualized Educational Program

Student_____ Goal Area Prevocational - Bookkeeper

Current Performance Level

Key Math Subtest Score - 5/15; 33% correct; grade equivalent 2.6
Social and Prevocational Information Battery - Subtest Job Related Behavior
Percent Correct -50%

Merchandising Pretest (teacher-made) - 28% correct
Lacks acceptable performance of Bookkeeper

Evaluation Procedures

Key Math money subtest
Social and Prevocational Information Battery
Merchandising Pretest
Observations

Annual Goal

1. Students will be able to apply interview and perform the duties of a bookkeeper at the School Store.

Short term Objectives

1. Student will obtain books and report to the school store during operating hours.

2. Student will take item counts of merchandise sold, and discriminate fast-moving items from slow stock.

3. Student will file the invoices in the appropriate file.

4. Student will assist cashier in obtaining initial cash register balance and final cash register balance, and will calculate the total day's profits.

c - candy
s - smokes
m - albums, models, posters, jewelry, etc.

		ITEM	PRICE	QUANTITY SOLD	TOTAL INCOME	INITIAL CASH REG BALANCE	FINAL CASH REG BALANCE	TOTAL PROFIT
1	c	Almond Joy	.20					
2	c	Baby Ruth	.20					
3	c	Baked Beans	.15					
4	c	BBQ Potato chips	.15					
5	c	pl. chips	.15					
6	c	Bubble Yum	.15					
7	c	Carefree gum	.15					
8	c	Cracker Jacks	.20					
9	c	Crunch Nestles	.20					
10	c	Fireballs	.02					
11	c	Good & Fruity	.15					
12	c	Kisses	.02					
13	c	Kit Kat	.20					
14	c	Lifesavers	.15					
15	c	M&M plain	.20					
16	c	M&M peanut	.20					
17	c	Milky Way	.20					
18	c	Nes. $100,000	.20					
19	c	Now & Later	.20					
20	c	Oh Henry	.20					
21	c	Oreo	.20					
22	c	Payday	.20					
23	c	Planters pnuts	.15					
24	c	" PNB squares	.05					
25	c	Pom Poms	.20					
26	c	Raisins	.05					
27	c	Reese cups	.20					
28	c	Rolo	.20					
29	c	Snickers	.20					
30	c	Starburst	.20					
31	c	Sugar Babies	.15					
32	c	3 Musketeers	.20					
33	c	Tidbits	.05					
34	c	Tootsie Pops	.05					
35	c	Zero	.20					
36	s	Kool King	.45					
37	s	Marlboro	.45					
38	s	Newport	.45					
39	s	Salem	.45					
40	m	Other						
41								

Performance Objectives--Cashier Duties

1. Given a cash drawer, change fund and a change fund receipt form, prepare the cash drawer for business. Criterion: Cashier duty checklist; #1,2,3.

2. Provided a cash register and a summary sheet, close out the register by filling out all of the necessary informaton on the summary sheet. Criterion: Cashier duty checklist; #1,2,14.

3. Given a customer's order, manually or mentally add up the total amount of purchase and punch the total into the register. Criterion: Cashier duty checklist; #4.

4. Given a total cost for an order of merchandise and the amount of money submitted by customer, make change to the customer. Criterion: Cashier duty checklist; #5-11.

5. Given a special request for merchandise and forms for recording it, write the order on the form to include all of the information indicated by the form. Criterion: Cashier duty checklist; #12,13.

6. Given a customer request for refund and a refund form, fill out the form and make the refund. Criterion: Cashier duty checklist; 12,13.

Performance Objective #1

Given a cash drawer, change fund and a change fund receipt form, prepare the cash drawer for business.

Criterion-Referenced Measure

Go to the cash drawer and with the change fund and change fund reseipt form provided by your instructor, prepare the cash fund for daily business. Cashier duty checklist: #1, 2, 3.

Performance Guide

1. Count money received.
2. Fill out the sign receipt form showing amounts of each denomination and total amount of cash received.
3. Place change fund into appropriate sections in cash drawer.

CHANGE FUND RECEIPT

PENNIES..... $ _____ . ____ ¢
NICKELS..... $ _____ . ____ ¢
DIMES..... $ _____ . ____ ¢
QUARTERS..... $ _____ . ____ ¢
HALVES..... $ _____ . ____ ¢
TOTAL $ _____ . ____ ¢

$ 1.00..... $ _____ .
5.00..... $ _____ .
10.00..... $ _____ .
20.00..... $ _____ .
50.00..... $ _____ .
_____ _____ .
_____ _____ .
TOTAL $ _____ . ¢
TOTAL $ _____ . ____ ¢

DATE _____
REGISTER NO. _____
CASHIER CHECKER'S SIGNITURE
_____ _____

Performance Objective #2

Provided a cash register and a summary sheet, close out the register by filling out all of the necessary information on the summary sheet.

Criterion-Referenced Measure

Take the cash register and the form provided by your instructor and fill out the summary sheet. Cashier duty checklist: #1, 2, 14.

Performance Guide

1. Record date and time register is closed out
2. Record employee name
3. Record initial cash register reading
4. Record total amount of currency
5. Record total amount of coins
6. Record total amount of checks
7. Record total amount of paid outs
8. Calculate a subtotal
9. Sign the form
10. Obtain authorized approval

CASH REGISTER SHEET

STORE _____ DATE _____

TIME _____

EMPLOYE _____

REG. NO. _____

DRAWER _____

FINAL DRAWER READING.....	$
INITIAL DRAWER READING...	$
GROSS RECEIPTS (TOTAL)....	$
CURRENCY.....	$
COINS.....	$
TOTAL CHECKS.....	$
TOTAL PAID-OUTS.....	$
SUB-TOTAL	$
TOTAL ACTUAL COUNT.....	$
SHORT-OVER.....	$

CLERK'S SIGNATURE _____

APPROVED BY _____

Performance Objective #3

Given a customer's order, manually or mentally add up the total amount of purchase and punch the total into register.

Criterion-Referenced Measure

Add up the prices of the items purchased by customer and then punch the total amount of purchase into the register.

Performance Guide

1. Add items purchased by customer.
2. Punch the total into the register.

45 +25	70 +25	50 +15	60 +25	60 +20
30 +10	40 +20	30 +15	40 +15	80 +20
50 +25	75 +25	25 +25	35 +25	45 +20
10 45 +20	25 15 +30	20 15 +25	60 25 +15	55 20 +15
12 13 +20	15 8 +14	33 16 +10	45 20 +50	45 12 +30

Performance Objective #4

Given a total cost for an order of merchandise and the amount of money submitted by customer, up to $20.00, make change to the customer. All items from #5-11 must be performed acceptably.

Criterion-Referenced Measure

Go to your checkout station. Using a fellow student as a customer, make change for a $.58 order. The customer has given the cashier a $5.00 bill.

Performance Guide

1. State orally the amount of purchase and the amount of customer's remittance.
2. Place customer's remittance on cash register change plate.
3. Silently counted starting at the total cost to customer and added up to the amount remitted, while obtaining cash from the cash drawer.
4. Using largest denomination of coins and bills from cash register, gives customer the correct change.
5. Count aloud starting at the total cost to customer while returning change to customer.
6. Places customer's remittance into cash drawer only after customer had acknowledged receiving correct amount.

COST OF ITEM	AMOUNT GIVEN	CORRECT CHANGE	COUNTING BACK CHANGE
.15	.15	.0	
.15	.20	.5	.15 + .5 = .20 nickel
.15	.25	.10	.15+.10=.25 dime
.15	$1.00	.85	.15+.10=.25 dime .25+.25=.50 quarter .50+.25=.75 quarter .75+.25=$1.00 quarter
.20	.20	.0	
.20	.25	.5	.20+.5=.25 nickel
.20	.30	.10	.20+.10=.30 dime
.20	$1.00	.80	.20+.5=.25 nickel .25+.25=.50 quarter .50+.25=.75 quarter .75+.25=$1.00 quarter
.25	.25	.0	
.25	.30	.5	.25+.5=.30 nickel
.25	$1.00	.75	.25+.25=.50 quarter .50+.25=.75 quarter .75+.25=$1.00 quarter
.30	.30	.0	
.30	.35	.5	.30+.5=.35 nickel
.30	.50	.20	.30+.10=.40 dime .40+.10=.50 dime
.30	$1.00	.70	.30+.10=.40 dime .40+.10=.50 dime .50+.25=.75 quarter .75+.25=$1.00 quarter
.35	.35	.0	
.35	.40	.5	.35+.5=.35 nickel
.35	.50	.15	.35+.5=.40 nickel .40+.10=.50 dime
.35	$1.00	.65	.35+.5=.40 nickel .40+.10=.50 dime .50+.25=.75 quarter .75+.25=$1.00 quarter
.40	.40	.0	
.40	.45	.5	.40+.5=.45 nickel
.40	.50	.10	.40+.10=.50 dime
.40	$1.00	.60	.40+.10=.50 dime .50+.25=.75 quarter .75+.25=$1.00 quarter

.45	.45	.0	
.45	.50	.5	.45+.5=.50 nickel
.45	$1.00	.55	.45+.5=.50 nickel .50+.25=.75 quarter .75+.25=$1.00 quarter
.50	.50	.0	
.50	$1.00	.50	.50+.25=.75 quarter .75+.25=$1.00 quarter
.55	.55	.0	
.55	.60	.5	.55+.5=.60 nickel
.55	.75	.20	.55+.10=.65 dime .65+.10=.75 dime
.55	$1.00	.45	.55+.5=.60 nickel .60+.5=.65 nickel .65+.10=.75 dime .75+.25=$1.00 quarter
.60	.60	.0	
.60	.75	.15	.60+.5=.65 nickel .65+.10=.75 dime
.60	$1.00	.40	.60+.5=.65 nickel .65+.10=.75 dime .75+.25=$1.00 quarter
.65	.65	.0	
.65	.70	.5	.65+.5=.65 nickel
.65	.75	.10	.65+.10=.75 dime
.65	.80	.15	.65+.5=.70 nickel .70+.10=.80 dime
.65	$1.00	.35	.65+.10=.75 dime .75+.25=$1.00 quarter
.75	.75	.0	
.75	.80	.5	.75+.5=.80 nickel
.75	$1.00	.25	.75+.25=$1.00 quarter

Performance Objective #5

Given a special request for merchandise and forms for recording it, write the order on the form to include all the information indicated by the form.

Criterion-Referenced Measure

Below is an example of a customer's special request for merchandise. Fill out the request form for the order. Wanda wishes to order Slim Jims. She is of Team 13.

Performance Guide

1. Check the appropriate box or boxes:

    a. special order
    b. new item
    c. out-of-stock

2. Write the customer's name and Team number.

3. Write approximate date of delivery.

4. Write a description of the merchandise:

    a. item
    b. brand
    c. size
    d. quantity

CUSTOMER'S REQUEST FOR MERCHANDISE

SPECIAL ORDER ☐ NEW ITEM ☐ OUT-OF-STOCK ☐

CUSTOMER'S NAME _____

ADDRESS _____

PHONE NUMBER _____

DESCRIPTION OF MERCHANDISE

ITEM _____

BRAND _____

SIZE _____

QUANTITY _____

CUSTOMER'S SIGNATURE _____

APPROXIMATE DATE OF AVAILABILITY _____

Performance Objective #6

Given a customer request for refund and a refund form, fill out the form and make the refund.

Criterion-Referenced Measure

The following is an example of customer cash refund request. Fill out the provided cash refund form and make the cash refund to a fellow student acting as a customer.

> Paul has returned a hostess pie because of an expired date and smashed condition. The store manager, Ms. Vreeburg, has approved the refund. Paul is a member of Team 10.

Performance Guide

1. Have cash refund approved by proper store authority.
2. Record data paid
3. Initial the form
4. Record the price and the total amount to be refunded
5. Record customer's team number
6. Have customer sign form
7. Make cash refund to customer
8. Retain form in cash drawer

MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER _____

MARKET MANAGER _____

MEAT MANAGER _____

PRODUCE MANAGER _____

DAIRY MANAGER _____

DEPARTMENT	AMOUNT
DAIRY	
GROCERIES	PRICE
PRODUCE	TAX
MARKET	TOTAL
MEAT	
DELI	

CUSTOMER'S SIGNATURE..... _____

ADDRESS..... _____

CITY & STATE _____

BIBLIOGRAPHY

References

V-TECS - Cashier Curriculum - Developed by Vocational Technical Education Consortium of States

Kimbrell, Grady; Vinegard, Ben - Strategies for Implementing Work Experience Programs, McKnight Publishing Co., Illinois

Tests

Key Math Diagnostic Arithmetic Test by Austin J. Connolly, Ed.D., William Nachlman, Ed.D., E. Milo Pritchett, Ed.D. Published by American Guidance Service, Minnesota

Social and Pre-Vocational Information Battery - Developed by Andrew Halpern, Paul Raffeld, Larry K. Irvin, Robert Link, University of Oregon, Eugene

Merchandising Pretest - Teacher-Made by Margaretha Vreeburg - See Appendix

Student Curriculum Materials

Wool, John D., Using Money Series
Book II - Making My Money Count
Book III - Buying Power
Frank E. Richards Publishing Company

Kahn, Charles - Hanna, Bradley
Money Makes Sense
Using Dollars and Sense
Pacemaker Practical Arithmetic Series - Fearson Publishers

Chapman, Byron - Consumer Buying Basic Numbers and Money
The Mott Basic Language Program. Published by Allied Educational Council

APPENDIX

1. Merchandising Pre-Post Test (3)
2. School Store Policy (2)
3. The Pre-Vocational Program
4. Decision-Making Model: VE for Special Education Student

Merchandising Pre-test

Please match statements below with either: a) cashier
b) bookkeeper
c) stock person

1. This person figures the initial cash register balance and the final cash register balance. 1. _____

2. This person works directly with the customer checking out his buys. 2. _____

3. This person straightens out shelves. 3. _____

4. This person opens cartons and boxes of merchandise for stores. 4. _____

5. This person receives copies of the invoices at the store. 5. _____

6. This person keeps the records. 6. _____

7. This person uses a cash register. 7. _____

8. This person is required to read invoices. 8. _____

9. This person puts change into the cash drawer. 9. _____

10. This person gives refunds to customers. 10. _____

11. This person puts up displays. 11. _____

12. This person checks incoming stock against invoice to check for proper delivery. 12. _____

13. This person pays the bills after receiving invoices. 13. _____

14. This person checks price agreement of new merchandise with merchandise already on shelf. 14. _____

15. This person will fill out special request forms from the customer. 15. _____

True/False - Circle either True or False

1. The stock person puts items on the shelf.	True	False
2. The stock person cleans the shelves.	True	False
3. The cashier does not have to know how to give change.	True	False
4. The bookkeeper's tools are books, papers and pencils.	True	False
5. The stock person puts items on racks and displays.	True	False
6. The cash register is a tool of the bookkeeper.	True	False
7. The stock person does not open up boxes.	True	False
8. Irvin, Payne and Son is where cashiers work.	True	False
9. The stock person uses the additive method.	True	False
10. The bookkeeper fills out the cash register summary sheet.	True	False
11. The stockperson files the invoices.	True	False
12. The cashier checks for price agreement with previously stocked items.	True	False
13. The cashier must know the additive method.	True	False
14. The stockperson puts up displays.	True	False
15. The stockperson must know how to give change.	True	False

List four tasks of the cashier:

1.

2.

3.

4.

List four tasks of the stock person:

1.

2.

3.

4.

List three tasks of the bookkeeper:

1.

2.

3.

Please identify an employment site of each of the following:

Job	Type of place	Location
Cashier		
Bookkeeper		
Stock person		

Due to past incidents in the School Store, we have found it necessary to put the following policies into effect beginning November 1, 1978.

Thefts

When thefts of money or merchandise occur, the school store will close for the remainder of the week or until the money or goods stolen is returned. If after a period of time the stolen property is not returned, a price increase will occur until the amount stolen is made up. Consequences for thefts will be handled individually by the involved teams. The store may open for teams not involved in theft incidents.

Destruction of Property

When damage is done to the store, the student inflicting the damage is responsible for paying for repairs. The store will remain closed until repairs can be made. Fines and suspension will be decided by the individual teams.

Customer Service

Customers will be served if they follow the following guides:

1. A teacher from their team must be present for a student to be served.

2. One student at a time may step up to the window to make purchases. A waiting line should extend to the left of the store behind the taped word WAIT.

3. Each student may come to the store once a day. Students will NOT be served twice and should be considered out-of-location by their teacher.

4. When a student's turn comes, he/she steps up to the window and requests items wanted to purchase. Customers should speak in a courteous voice and wait patiently for cashier to add up costs and give change. Customers will get the items purchased after they pay for them.

5. Fines for Horseplay, Negative Talk or Uncooperative Attitudes either in the waiting line or at the school store window will be given by the student's teacher.

6. Please remember our students are new at their jobs and doing the best job possible. Please wait patiently without rushing the cashier.

Requests for Merchandise

"Requests for Merchandise" forms may be obtained at the school store. In order to serve you better please fill out these forms for all items requested from September and we will do our best to meet the demand indicated by the request forms.

Hot Lunch Specials

When the store reopens, a hot lunch consisting of a Hot Dog, a piece of fruit and a bag of potatoe chips will be available at the cost of $.60. Individually these items are as follows: Hot Dog - $.40; chips - $.15, and fruit - $.15.

If you have any complaints or suggestions, please let us know.

Refund Policy

Students may obtain a refund by following these steps:

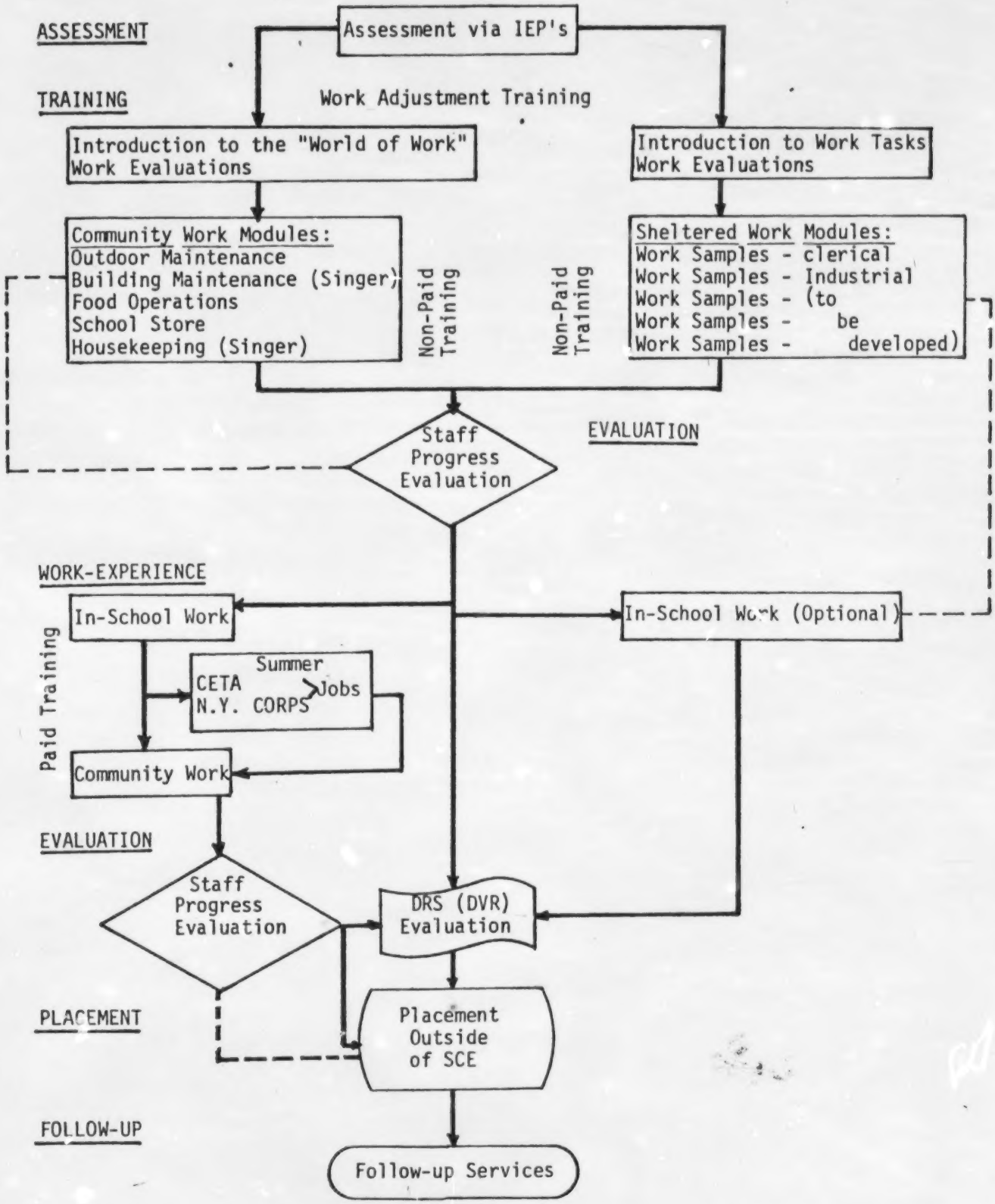
1. Obtain written permission from your teacher stating the reason for the return visit to the store.

2. Bring unsatisfactory merchandise to store and courteously explain reason of dissatisfaction.

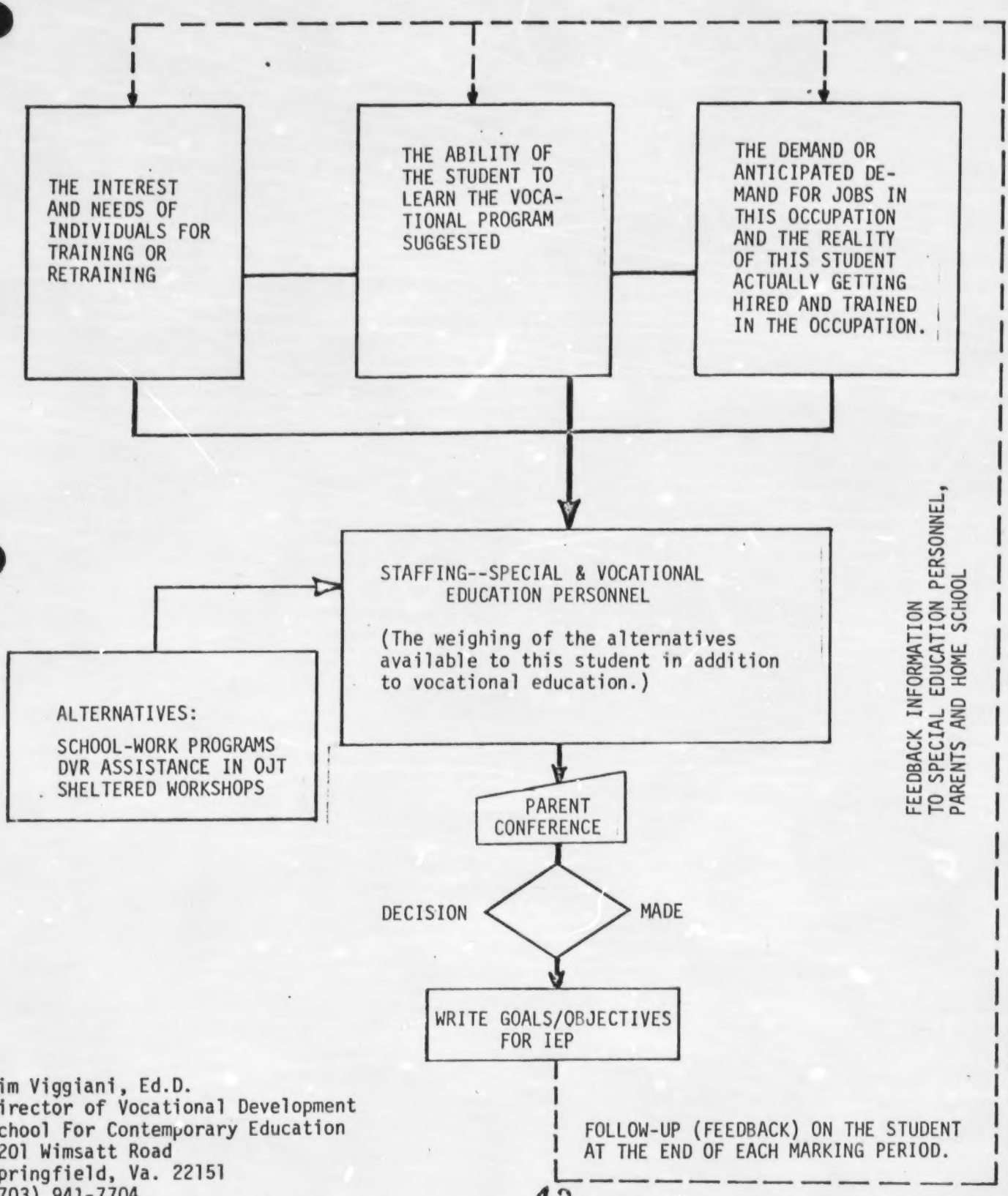
3. Assist cashier in filling out the Merchandise Cash Refund form.

4. Get form approved by store manager. Store manager will approve form if there is a valid reason for a refund and the proper steps were followed.

THE PRE-VOCATIONAL PROGRAM



DECISION-MAKING MODEL: INFORMATION REQUIREMENTS AND FLOW ASSOCIATED IN PLANNING A VOCATIONAL EDUCATION PROGRAM FOR A SPECIAL EDUCATION STUDENT


THE INTEREST AND NEEDS OF INDIVIDUALS FOR TRAINING OR RETRAINING
THE ABILITY OF THE STUDENT TO LEARN THE VOCATIONAL PROGRAM SUGGESTED
THE DEMAND OR ANTICIPATED DEMAND FOR JOBS IN THIS OCCUPATION AND THE REALITY OF THIS STUDENT ACTUALLY GETTING HIRED AND TRAINED IN THE OCCUPATION.
STAFFING--SPECIAL & VOCATIONAL EDUCATION PERSONNEL
(The weighing of the alternatives available to this student in addition to vocational education.)
ALTERNATIVES:
SCHOOL-WORK PROGRAMS
DVR ASSISTANCE IN OJT
SHELTERED WORKSHOPS
PARENT CONFERENCE
DECISION
MADE
WRITE GOALS/OBJECTIVES FOR IEP
FEEDBACK INFORMATION TO SPECIAL EDUCATION PERSONNEL, PARENTS AND HOME SCHOOL
FOLLOW-UP (FEEDBACK) ON THE STUDENT AT THE END OF EACH MARKING PERIOD.

Jim Viggiani, Ed.D.
Director of Vocational Development
School For Contemporary Education
7201 Wimsatt Road
Springfield, Va. 22151
(703) 941-7704

INSTRUCTIONAL TECHNOLOGY INC.

R.D. 4, BOX 492, BAILEY'S NECK ROAD • EASTON, MARYLAND 21601 • AREA CODE 301-822-6370

CASH REGISTER SERIES

OVERVIEW

The Cardinal Cash Register Series is designed to teach the operation and basic maintenance of cash registers. The series presumes no previous knowledge of cash register operation. The student learns step by step proper cash register operation, position amount control, and basic maintenance. In addition, a series of speed drills is available to pace the programmed development of job level speed and accuracy.

The series is produced in the NCR Class 24 Group for small food markets, drug stores, and boutiques and other retail organizations.

Each unit is "hands-on" oriented. In all cases the student learns at his own pace on cash registers identical to those illustrated. The skills learned are quickly transferable to most registers found in retailing operations.

Upon completion the student will be able to perform the entry level skills normally required for cash register operators.

APPLICATIONS

The Cardinal Cash Register Series is designed for use with students in high schools, business schools, community colleges and regional vocational institutes for trainees in vocational rehabilitation centers and CETA Manpower Centers; and for employees in retail store training programs. Successful use has also been reported in special education programs. In addition Unit 0108 is ideally suited for career exploration programs at the Junior High School level.

UNITS AVAILABLE
NCR CLASS 24 REGISTER GROUP

Unit No.		No. Frames	Average Carryout
0108	THE CASH REGISTER: BASIC OPERATION. Students learn basic operation, including functions and controls, sales tax computation, correcting errors, ringing up prices, and use of the audit tape.	86	21 min.
0111	THE CASH REGISTER: PAC: PARTS	126	50 min.
0114	I, II & III In this series of three	147	55 min.
0115	instructional units, the student learns to ring up typical prices. While using all the Position Amount Control finger rules.	117	35 min.
0117	THE CASH REGISTER: 5-SECOND SPEED DRILLS. A sequence of 5-second speed drills help the student to build speed and accuracy. The student also learns to solve pricing problems often encountered on the job.	129	35 min.
0118	THE CASH REGISTER: 3-SECOND SPEED DRILLS. 3-second speed drills are used to increase speed and accuracy.	141	60 min.
0119	THE CASH REGISTER: BASIC MAINTENANCE. Students learn routine maintenance, including date setting, changing tapes, and emergency procedures.	140	38 min.

PREREQUISITES & INSTRUCTIONAL SEQUENCE

The Cardinal Cash Register Series requires no prerequisites and must be administered in numerical sequence.

TRAINING STATION EQUIPMENT, PROGRAMMING, AND MATERIALS

Each Cardinal Cash Register Training Station must be supplied with a teaching projector and Cardinal Programs 0108-0119

Each unit of the Cash Register Series is presented in an audio-visual format which allows the student to complete the unit at his own pace. Units have programmed stops to allow unrestricted response time and hands-on activities, as well as periodic short quizzes throughout each unit.

The additional materials necessary for students to complete these units of instruction is as follows:

NCR Class 24 Cash Register Group (Units 0108-0119):

One NCR Class 24, Series 101 or 107 cash register, preferably a Series 107—the illustrated machine.
One C3 cash register key
A supply of NCR 26Z receipt tape
A supply of NCR 22D audit tape
One emergency crank
One tube of NCR K-764-F cash register ink
One paper clip

TRAINING STATION OUTPUT

Allowing adequate time for rest periods and clean-up, an average student can be expected to complete the Class 24 group in approximately 6 hours.

PRICE LIST

NCR CLASS 24 Cash Register, rebuilt, 1 year warranty $625.00
Courier 16TR Projector 475.00
Courier Headset. 25.00
Cash Register Lesson Cartridges (each) . . . 85.00

Prices are F O B factory.